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ABSTRACT

This social studies unit for elementary school students concentrates on comparing the different cultures of the neighboring countries of Israel and Jordan. The unit describes the educational objectives and explains that a variety of strategies are used to reach those objectives. It lists materials needed and procedures for evaluation, provides background notes, and discusses National Social Studies and National Geography Standards. The following sections comprise the unit: (1) "Comparing Israel/Jordan/Our Community Using the Five Fundamental Themes of Geography"; (2) "Student Activities Incorporating the Five Themes of Geography"; (3) "Ethnic Cooking"; (4) "Using Arabic/Hebrew Alphabets"; (5) "Using Data To Compare Climates"; (6) "Holidays and Special Days To Celebrate"; (7) "Making an Alphabet Frieze"; (8) "'Let's Visit Israel' Text and Questions"; (9) "'Let's Visit Jordan' Text and Questions"; (10) "Making a Passport"; (11) "Mental Mapping Activity"; (12) "'A Video Travelogue of Israel and Jordan' Text and Discussion Questions"; (13) "Using Graphic Organizers"; (14) "Using Examples of Universal Cultures"; (15) "Making a Group Presentation"; (16) "Discussing Regional Environmental Concerns"; (17) "Literature Connection for Jordan: 'Ali, Child of the Desert,' Lesson Plans and Activities"; (18) "Literature Connection for Israel: 'The Never-Ending Greenness,' Lesson Plans and Activities"; (19) "Bibliography (Student) for Israel and Jordan"; (20) "Bibliography of 'National Geographic Magazine' Articles as a Source of Pictures"; and (21) "Items in the Discovery Box." (BT)

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ED 437 293

ONE REGION: TWO CULTURES
COMPARING ISRAEL AND JORDAN
A UNIT FOR ELEMENTARY STUDENTS

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"Israel and Jordan: Paving a Path for the Future Through Understanding Peoples and Cultures of the Middle East"
1998 Fulbright-Hays
Seminars Abroad Program

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ONE REGION" TWO CULTURES
COMPARING ISRAEL AND JORDAN
A UNIT FOR ELEMENTARY STUDENTS

OBJECTIVES:

Children will read information about 2 neighboring countries in order to make comparisons not only between the two countries but about their own neighborhood as well.

STRATEGIES:

The unit users a variety of strategies. Children read and respond to a variety of writing prompts. There are creative activities for student to apply their knowledge artistically. There is an active viewing of video during which time children make a web. There are different kinds of data to compare.

MATERIALS:

1. The unit includes a text to read about Israel and Jordan followed by questions for discussion. 2. There is a video for which teachers may substitute a commercially made product. The video has a travelogue which teachers read to students.

3. The unit includes a discovery box. I have provided a list of what is inside it.

4. There are activities for incorporating the text with

the five fundamental themes of geography which teachers can use for individual assessment or for group projects.
5. There are suggestions for small group projects.
QUESTIONS: Questions for discussion are presented after the text of each activity.

BACKGROUND NOTES:
These lessons are designed for use with elementary students. Teachers may substitute videos prepared commercially instead of the one I made on my trip. A teacher dialogue with TV sound turned off works best with students. You can discuss the video. Teachers may want to use questions for writing prompts. Children need instruction on how to frame a written response.

EVALUATION:
Activities for written responses are included after the text.

NATIONAL SOCIAL STUDIES STANDARDS:

I Social Studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns

III Social Studies programs should include experiences that provide for study of people, places, and environments so that the learner can:

g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like

NATIONAL GEOGRAPHY STANDARDS:

3. How to analyze the spatial organization of people, places, and environments on the earth's surface

12. The processes, patterns, a and functions of human settlement

13. How the forces of cooperation and conflict among people influence the diversion and control of earth's surface

CONTENTS

1. Comparing Israel/Jordan/Our Community using the five fundamental themes of geography
2. Student activities incorporating the five themes of geography
3. Ethnic cooking
4. Using Arabic/Hebrew alphabets
5. Using data to compare climates
6. Holidays and spacial days to celebrate
7. Making an alphabet frieze
8. "Let's Visit Israel" text and questions
9. "Let's Visit Jordan" text and questions
10. Making a passport
11. Mental Mapping activity
12. "A Video Travelogue of Israel and Jordan" text and discussion questions
13. Using graphic organizers
14. Using examples of universal cultures
15. Making a group presentation
16. Discussing regional environmental concerns
17. Literature connection for Jordan: Ali, Child of the Desert, lesson plans and activities
18. Literature connection for Israel: The Never-Ending Greeness
lesson plans and activities
19. Bibliography (student) for Israel and Jordan
20. Bibliography of National Geographic magazine articles as a source of pictures
21. Items in the Discovery Box

USING THE FIVE FUNDAMENTAL THEMES OF GEOGRAPHY IN ORDER TO DISCOVER ISRAEL AND JORDAN

The five fundamental themes help organize our thinking about a region under study. Children learn more and can use their understanding to write effectively when their thoughts are organized. I teach the five fundamental themes to my students. This is one way I help them become better students of social studies.

The first fundamental theme is LOCATION. Whenever we give or receive directions, we use the theme of location. This theme can be introduced to students as part of literature based reading. In the story "Lyle, the Crocodile" the author purposely gives an exact location- East 88th St., New York City, as the setting of the story. The setting is a geographical concept. In each activity locate the country on the map and discuss the vocabulary word under discussion.

The second theme is that of PLACE. The author in a text creates a sense of mood by describing a place so vividly that the reader feels as if he/she were there. The opening chapter of "Rebecca" describes such a place. How often people, while visiting new places, think back to the settings authors have described in novels. At an elementary level, "The Secret Garden" is an excellent example of how the theme of place sets the mood for the story. Describing words affect the sense of place in literature.

The third geographical theme is one of MOVEMENT.

Ideas, concepts, languages, and vocabulary move. English has borrowed many words from other languages. Without the addition of words from other languages our own language would seem dull and lifeless. Many of the activities included later in this article reinforce the concept of movement. Our language is dependent upon other languages for its colorfulness. "Mike Mulligan and His Steam shovel" is a good book to use when introducing the concept of movement to students. This book was written over fifty years ago.

The ENVIRONMENT places an increasingly important part of science curriculum. The changes man has wrought on the environment and the ways man has adapted to his environment are important parts of geography. "The Great Kapok Tree" is a good book to introduce children to the concept of human environmental interaction.

The last theme is that of REGION. "The Story About Ping", written over fifty years ago, is a good literature based text to introduce this concept to children. There are many examples of location, place, environment, and movement in this book which teach children about life in China. The illustrations are adequate, but I recommend cutting pictures out of the National Geographic Magazine to augment the text. The photographs in the magazine better show the themes of geography to the children.

THE FIVE FUNDAMENTAL THEMES OF GEOGRAPHY IN ORDER TO DESCRIBE ISRAEL

LOCATION:

relative: South west Asia, eastern shore of Mediterranean Sea, Palestine. Holy Land, south of Syria & Lebanon, north of Saudi Arabia, west of Jordan

absolute: (Jerusalem) 32 degrees north 35 degrees east

PLACE:

natural land marks: Dead Sea, Mediterranean Sea, Jordan River Valley, Negev Desert

cultural landmarks: Wailing Wall (Western Wall), Masada, Dome of the Rock, archaeological sites of Bible Stories such as Bethlehem, Nazareth, Cana

MOVEMENT:

well developed road system, poorly developed rail system. El Al airlines international carrier, Hebrew language. immigration/emmigration

HUMAN ENVIRONMENTAL INTERACTION:

desert climate, few natural resources, hot dry summers, cooler winters, rainfall mostly occurs in winter, irrigate 40% of crop land, reforestation, reintroduction of native species, immigration of Jews from other countries, airlift of Ethiopian Jews, Russian immigrants, assimilation, export of fruits and vegetables

REGION:

Holy Land, Bible stories, desert., tourism, homeland for Jews, Hebrew Language, 82% of population is Jewish, heavy immigration

USING FIVE FUNDAMENTAL THEMES OF GEOGRAPHY IN ORDER TO DESCRIBE JORDAN

LOCATION:
absolute: (Amman) 32 degrees north, 36 degrees east
relative: South west Asia, Arabian peninsula, east of Israel, south of Syria, north of Saudi Arabia, desert

PLACE: tourism
cultural land marks: Petra, Amman,
natural land marks: Jordan River Valley, Dead Sea, desert, Wadi

MOVEMENT:
partition of Palestine, British mandate, Trans-Jordan, Bedouins, camels, Trans-Arabian pipeline, Arabic Language, ties with Arab speaking world, Islamic religion

HUMAN ENVIRONMENTAL INTERACTION:
some irrigation, traditional farming methods, herding sheep and goats, hot, dry summers, cooler winters, rainfall occurs in winter, light snow in north

REGION:
Hashemite Kingdom (political), desert climate, Arabic culture & language, ethnic Arabs, Jordan River Valley (agriculture)

ACTIVITY: Children complete a web for the five fundamental themes as they read through the text. The web becomes an outline for writing articles (reports) or personal narratives. The web is also useful when constructing travel posters, or travel maps. The web is important in itself in that children organize specific social studies v vocabulary which assists in retention of concepts.

FIVE FUNDAMENTAL THEMES OF GEOGRAPHY

FOR _____

1. LOCATION:

relative:

absolute:

2. PLACE:

man-made landmarks

natural landmarks

3. MOVEMENT:

4. HUMAN ENVIRONMENTAL INTERACTION:

5. REGION:

COMPARING GEOGRAPHY

ISRAEL: 1. land and water features:

_____

2. rainfall:

_____

3. temperature:

_____

4. natural vegetation:

_____

5. natural animal life:

_____

JORDAN: 1. land and water features:

_____

2. rainfall:

_____

3. temperature:

_____

4. natural vegetation:

_____

5. natural animal life:

_____

COMPARING GEOGRAPHY:

Contrast Israel and Jordan using the data from your chart. Include two ways they are different. Include two ways they are alike. Choose data from different categories.

_____

_____

_____

_____

_____

_____

_____

Draw a picture to illustrate similarities and differences.

COMPARING GEOGRAPHY SUGGESTED RESPONSES

ISRAEL: 1. land and water features:

_____

2. rainfall:

_____

3. temperature:

_____

4. natural vegetation:

_____

5. natural animal life:

_____

JORDAN: 1. land and water features:

_____

2. rainfall:

_____

3. temperature:

_____

4. natural vegetation:

_____

5. natural animal life:

_____

COMPARING GEOGRAPHY:

ISRAEL

1. What are some special land forms and water bodies that make Israel special? Use the atlas to help.

_____

_____

_____

2. What are three natural landmarks and three cultural land marks and three cultural landmarks a visitor (tourist) might like to see. Choose one of each and explain why a tourist would want to see them.

_____

_____

_____

_____

_____

_____

Illustrate one natural land mark and one cultural land mark.

COMPARING GEOGRAPHY:

JORDAN

1. What are some special land forms and water bodies that make Jordan special? Use the atlas to help.

_____

_____

_____

2. What are three natural landmarks and three cultural land marks a visitor (tourist) might like to see. Choose one of each and explain why a tourist would want to see them.

_____

_____

_____

_____

_____

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FUN THINGS STUDENTS CAN DO WITH THE FUNDAMENTAL THEMES OF GEOGRAPHY

LOCATION:

1.Before beginning the unit ask children to draw a free-hand map of Israel and Jordan. As children to locate and label as much information as they know. This is an example of MENTAL MAPPING. It allows you to assess what children already know and what misconceptions they might have.

2. After completing the unit, again ask students to draw a free-hand map of each country. You can use the two sets of maps to assess how much information the children have learned during the unit. Learning to draw free hand maps is an important skill. Remember to introduce the elements (attributes) of a map so that children construct maps correctly.

3. Locate Maryland (or your own point of reference) and Israel or Jordan on class maps. Relate geography as to differences in points of references.

4. Children encode/decode physical and poetical/cultural maps for Israel and Jordan. The amount of information is determined by the grade/ability level of each group. Always reinforce the attributes of a map. Use words like encode/decode/construct when working with students. Encode means to add information to a blank map. Decode means to answer questions about or interpret a map.

PLACE

1. Children make post cards to send to a friend. Post cards represent physical or cultural land marks. Children address the back of the post card and write a one or two sentence note about the land mark on the front. This is a language arts/social studies integrated project.
2. Children construct commemorative postage stamps for each region. A cultural landmark, a physical landmark, an emblem, icon, mascot of a country are suitable. Show children real life examples of domestic or Israel or Jordan postage stamps. Children can design their own currency, too.
3. Use pictures of landmarks from National Geographic Magazines to help children identify man-made or natural landmarks from Israel or Jordan. You can use these for a bulletin board.

ENVIRONMENT:

1. Write reports on any of the indigenous plant or animal life in the region. This is a good integrated activity for science units.

MOVEMENT:

1. Children make a list of types of transportation in each country. They list the people, goods, and services which use each method of transport.
2. Children locate and label countries from around the world where immigrants to Israel have come from. This can be made into a pictograph for a integrated math activity.
3. Children label maps showing sites of battles during wars within Israel and Jordan.
4. Children construct a map of the world showing locations of regions with large Islamic, Jewish populations.
5. Children locate and label places throughout the world which receive imports from Israel or Jordan, or countries from which Israel or Jordan imports goods or services.

REGION:

1. Children construct cubes or pyramids (patterns included) for a region.
2. Children construct mobiles with coathangers (ala Calder) or hang the pictures on one single string. Each picture should reflect a fundamental theme. Picture from Travel brochures are a good size for this kind of project.
3. Children watch your video of Israel or Jordan. As they watch they fill in a web using the five themes. They become active viewers of a primary source.
4. Children construct a travel poster with 3 parts: country name, large illustration, and a descriptive sentence telling why tourists should visit the region.

5. Children develop a travel poster using one item from each of the five themes. Prior experience using travel brochures is helpful. Travel agencies will give these to you, especially in November when prior editions become obsolete.

COOKING IS PART OF CULTURE

Cooking is part of cultural geography. Diet arises from what's available to eat. Every culture has its own specialties. Here are some cooking activities. They are good for vocabulary development and math awareness. Children can do most of the preparation themselves. Care should be used when using an oven!

JORDANIAN CHILLED SALAD
ingredients:
4 cups plain yogurt
1 teaspoon salt
dash garlic
4 bunches parsley
i tablespoon dried mint leaves(fresh mint is good, too)
procedure:
1. chop parsley
2. mix with yogurt
3. add salt and mint, stir
4. serve with crackers

HAMANTASHEN FROM ISRAEL
ingredients:
3/4 cup flour
2 teaspoons baking powder
3/4 cup sugar
3/4 cup margarine
3/4 cup chocolate chips
2 eggs
1 teaspoon vanilla
confectioners sugar
procedure:
1. mix softened margarine and sugar together
2. in a separate bowl, mix remaining dry ingredients
3. add dry ingredients to margarine/sugar mix
4. add vanilla and eggs
5. stir together thoroughly
6. shape into balls about 1 inch round, flatten
7. bake at 350 degrees for 7 minutes
8. cool 5 minutes then roll warm cookies in confectioners sugar

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USING THE ALPHABET FROM ANOTHER LANGUAGE

Each country speaks a different language which has sounds not found in English. Each country using a different kinds of alphabet. Using the alphabet in the appendix, children can practice writing their own names in order to see what their name looks like in another language.

Children can look up what their name means in another language in a "Name Your Baby Book." Then they van look up this word in a Hebrew or Arabic dictionary. For example, William is from German. It originally meant helmet. Look up helmet in the dictionary to see what this word is in Hebrew or Arabic.

Children enjoy learning color words or how to count from one to ten in another language.

COMPARING CLIMATES OF TWO REGIONS

CATEGORY	BALTIMORE	JERUSALEM
latitude	35N	32N
feet above sea level	26	2485
climate type	humid subtropical	Mediterranean
annual average	60 F	63 F
January average temperature	41 F	48F
July average temperature	79 F	75 F
average rainfall	45 inches	19 inches
% winter rainfall	50%	94%

Answer these questions about 2 climates.
1. List three ways climates are similar
2. List 2 ways climates are different.
3. Which region probably needs irrigation for farming? Why?
4. Does elevation seriously affect climate in relation to the 2 regions?

COMPARING AVERAGE MONTHLY WEATHER

	daily high temperature degrees centigrade		number of rainy days	
	Baltimore	Jerusalem	Baltimore	Jerusalem
January	6	13	11	9
February	7	13	10	11
March	12	18	12	3
April	18	23	11	3
May	24	27	12	0
June	28	26	11	0
July	31	31	11	0
August	29	31	11	0
September	25	27	8	0
October	19	27	8	1
November	13	21	9	4
December	7	15	10	7

1. Make a bar graph for each weather category.
2. Compare daily temperature within Baltimore (or Jerusalem.) Describe seasonal weather in Baltimore (or Jerusalem.)
3. Compare daily temperature between Baltimore and Jerusalem. How is seasonal temperature alike? How is it different? How are patterns the same?
4. Repeat questions 2 and 3. This time compare rainy days instead of temperatures.

HOLIDAYS AND SPECIAL EVENTS TO CELEBRATE

Try to arrange your unit so that it coincides with as major holiday in Israel or Jordan. It makes the unit seem more authentic.

ISRAEL: Israelis have many holidays to celebrate. Most of these are religious in nature. (year 5759)

New Year of the Trees (Tu Bi-shevat)

Passover (Pesach)

Memorial Day

Independence Day

Feast of Esther (Purim)

Shavout celebrate the harvest

Jewish New Year (Rosh Hoshanah) feasting with family

Day of Atonement (Yom Kippur) fast to pay for your sins

Sukkot

Shemini Atzeret

Rejoicing of the Law (Shimhat Torah) wave your flags

Festival of Lights (Hanukkah)

Holocaust Memorial Day

JORDAN:

Prophet Muhammad's Birthday (Mawlid El-Nabi)

Feast of the Breaking of the Fast (Id-Al-Fitr) 3 day feast following month-long fast

Feast of the Sacrifice (Id-Al-Adha) feasting with roast sheep to honor Ishmael

CREATING AN ALPHABET FRIEZE

Children write a word for each letter of the alphabet and illustrate it. Hang on the wall. This is a great brainstoirming activity to help children develop specific vocabulary

ISRAEL	JORDAN
Aqaba	Arabic
Bethlehem	Bedouin
Christian	camel
dreidl	Dead Sea
Elat	
fig	
Golan Heights	goat
Hebrew	Hussein
irrigation	Islam
Jerusalem	Jordan River
kibbutz	king
latke	
Mediterranean	Mohammed
Nazareth	nomad
orange	oasis
PLO	Petra
QumRam	Qasr
Red Sea	refugees
Star of David	sesame seed oil
Tel Aviv	tent
u	
v	vegetables
Wailing Wall	
x	
yarmulke	
z	

LET'S VISIT ISRAEL

LOCATION

Flying from Baltimore to Israel is a distance of almost 7,400 miles. You will fly almost due east. Israel and Jordan are located in the eastern part of Asia. Most people do not think of Israel as being part of Asia. This part of Asia is called the Middle East. Some people also call it the Near East. This part of Asia is known for its vast deserts.

There are many geographical features which help us locate Israel on the map. The Mediterranean Sea washes the shores of Israel. The Jordan River is the most important river in both Israel and Jordan. The Negev Desert is in southern Israel. The city of Elat in southern Israel is on the Red Sea.

When you locate Israel on the map, look in the Eastern Hemisphere, the Northern Hemisphere and look for the latitude and

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longitude of Jerusalem which is at 32 degrees north and 35 degrees east. Baltimore is located at latitude 39 degrees north and 77 degrees west. But as we will see, Israel is very different from Baltimore because of geography and the lives of its citizens are very different.

PLACE

When people think of the country of Israel they tend to see places that are important in their religious life. Many cultural land marks are connected to three great world religions. The religions are: Judaism, Christianity, and Islam. The cities of Bethlehem and Nazareth are important to Christians. The Western Wall in Jerusalem and Masada are important to Jews. The Dome of the Rock, also in Jerusalem, is important to Moslems.

Israel has been the scene of many important historical and cultural events

which people find interesting. People want to come to Israel to learn more about these events. Some reasons why people come to Israel are: vacations, tourism, religious, archaeological sites, and a healthful climate.

Each religion has a special building that believers worship in. For Jews the building are called temples or synagogues. For Moslems the building is called a mosque. Moslems follow a religion called Islam. For Christians the buildings are called churches or basilicas. There are examples of each of these buildings to be found all over Israel. Some buildings are extremely old while others are examples of modern architecture.

Jerusalem is the largest city and capital of Israel. Before 1967, it was a divided city, but after the 1967 it was reunited. This makes it easier for tourists to visit sites. There is a very old Old City with many historical sites.

There is a modern New City (West Jerusalem)- sort of like suburbs with a mix of old and new. There is also East Jerusalem which is mostly Arab. Some of the land marks you might see are: Wailing Wall, Via Delorosa, Church of f the Holy Sepulcher, Knesset (parliament), Israel Museum with Dead Sea scrolls, Rockefeller Archaeological Museum, and Hadassah Medical Center. Tourism is the major industry in Jerusalem.

Tel Aviv on the Mediterranean coast is the largest city in Israel. It is warmer than Jerusalem. It is more modern, too. the international airport is here. Tel Aviv is the center of industry. Cloth, electronic equipment, and chemicals are made here.

Nazareth is a small city in northern Israel. It is an Arab city which is important in Christian religion history.

The are many examples of physical land marks, too. Physical land marks are made

by forces of nature such as water and wind. The beautiful beaches of Tel Aviv and Elat are one kind of land mark. The flat mountains with steep sides like Masada are another land mark. There are beautiful valleys and swift flowing streams. The Jordan River is an important physical land mark for visitors to see. The Sea of Galilee (Lake Tiberias) and the Dead Sea are two interesting water bodies. The Dead Sea is salt water and is the lowest point on the earth.

ENVIRONMENT

There are two kinds of climates in Israel. One is a desert climate. The other is called Mediterranean climate. Both climates have low average rainfall. Both feature very warm summers and mild winters. The climate of Israel is very good for tourism.

Desert are a special kind of climate not found in Baltimore. Deserts have less than 10 inches of rainfall a year. Rainfall comes in the winter months. Most of Southern Israel is the Negev Desert. Daily desert temperatures vary a great deal. During the day it can be over 100 degrees. At night it can get as cold as 40 degrees even in the summer. In winter it can, but rarely does, snow.

A Mediterranean climate is most like southern California. It is warm all the time. There is less than 25 inches of rain. The rain comes in winter. The climate is good for growing many plants like citrus fruits and olives. Breezes offer relief to the heat.

The soil in the desert is not always sand. The soil is rich and fertile and well suited for growing things. All the desert needs in order to blossom is water. The Israelis use water from the Jordan River for irrigation. Water is piped all

the way to the Negev Desert for irrigation. Find the National Water Project on your map. Water management is a major environmental concern in Israel.

One reason for great temperature changes is that there is little natural ground cover. The Israelis are planting thousands of trees. This process is called reforestation. Israel celebrates its own Arbor Day just like we do in the United States.

In places where there is little rainfall, tough grasses grow. Camels, sheep, and goats can survive on this diet. There are many native animals in the region too. Some of these animals are deer and gazelles. At one time most of these animals were almost extinct in Israel, although you might see them in Jordan. Israelis are re-introducing these native species.

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MOVEMENT

Movement includes many different concepts. People, animals, plants, goods and services, ideas, transportation and communication networks are all examples of movement evident in Israel. Since about 1890, Jewish people from many countries have moved to Israel. Israel is a nation of immigrants. Jewish people from all over the world have immigrated to Israel. Most Israeli serve for 2 years in the army. Their army training includes education in the Hebrew language as well as customs and habits of the Israeli people. This army service helps immigrants become better Israeli citizens and soon they feel at home in their new country. Most immigrants have come from Russia and other European countries. Immigrants have also come from Arab countries and Ethiopia. The cost of resettlement is a drain on Israel's

economy. Military spending is very high, too.

Sometimes people move when they want to. They are called immigrants. Sometimes people move because they feel they must. Palestinian refugees moved out of Israel in 1948 because they thought they were not wanted by Israeli citizens. These refugees are of the Islamic religion whereas other Israelis are Jewish. Many of these refugees fled to Jordan. Some of them live in the Gaza Strip. The refugee problem is a serious one for Israel. Israelis need to help non-Jewish people feel more like citizens. Palestinians feel that the land of Israel is their homeland, too.

Goods and services move. Israeli farmers grow many citrus fruits and vegetables which reach markets in Europe. The many beautiful flowers sold in Europe also come from Israel. Some Israeli oranges are even sold in markets in the

United States. Israel manufacturers its own armaments. The Uzi submachine gun was developed and made in Israel. Israelis manufacture other items which are sold across the world. Toys, cloth, clothing, and diamonds are examples of Israeli products. The United States and European countries are Israel's major trading partners.

Ideas move. Three great world religions come from this area of the world. The three religions are Islam, Judaism, and Christianity. Followers of Islam are called Moslems. Followers of Judaism are called Jews. Followers of Christianity are called Christians. Within each religion there are different kinds. The ideas and beliefs of these three religions are important to people of all cultures throughout the world.

Animals and plants move. In ancient times, there were many more trees than there are now. Many forests of trees have

been planted since 1948. Eucalyptus trees have been planted to help drain swamps. Drained swamps make fertile farm land. Camels, goats, and sheep will live in regions with tough grasses. Camels can go for a long time without water.

Transportation networks are important to the economy of any region. El Al is the national airline of Israel. There are few railroads in Israel. The highway system is well developed. Israel is a small country. It's easy to reach any point by car or truck.

Israelis speak Hebrew. It's a very old language. Since the turn of the century new words have been invented for modern words that were not used in the Bible. Hebrew and Arabic are two official languages. Most everybody understands a few words of English. Israel has its own national radio called Kol Israel. There are many private radio and TV stations. Israeli children go to school 6 days a

week. Their school year is longer. They learn English, too.

REGION

Israel is a political unit. Israel was established by the United Nations in May of 1948. Thousands of immigrants had already arrived in Palestine before Palestine was partitioned in 1948. Jews from all over the world settled in Israel. Palestine became Israel and Jordan. The Israelis have a parliamentary government similar to the United States. Citizens elect their representatives.

Israel is also an important religious region. Almost two thousand years ago there was a country called Israel. Bible stories from the Old Testament occurred in Israel. Many events in the New Testament happened in Israel. The Jewish people use the Old Testament which they call the Torah. In addition to being a religious

book, the Torah is also a history of this fascinating region. So, Israel is important for Jews and Christians. Israel is also important to Moslems. At the Dome of the Rock in Jerusalem there is a rock upon which Moslems say Mohammed rose to heaven and the same rock upon which Abraham was to have sacrificed Ishmael. Tourists enjoy visiting many religious sites throughout Israel. The money tourist spend is of great importance to the economy of Israel. Jews from all over the world donate money to Israel. Americans contribute to the United Israel Appeal.

Israel is an important tourist region. Tourists come from all over the world to visit important historical sites. Tourists also come to participate in archaeological excavations. Many cultures have built in this region: the Egyptians, Phoenicians, Israelis, Romans, Greek, Byzantines, Arabs, Crusaders, and settlers in our own times. Archaeology is important

for citizens and tourists alike. Visitors enjoy travelling around the country to see ruins, and visit museums.

Israel is a climactic region. It has a Mediterranean and desert climate. Most of the rain comes in winter months. The climate (dry) helps preserve ruins of former times. The Negev Desert cover the southern half of Israel. With irrigation, the desert becomes a productive farming community. Wheat, citrus fruits, and vegetables are grown here. Masada is in the Negev Desert.

The climate is also healthful all through the year. Elat was developed as a modern beach community. The sparkling waters are so clear you can see all the way to the bottom. Because of its climate there are special kinds of plants and animals which have adapted to conditions here. Climate is important to the development of agriculture (farming.)

Israel is an economic region. Many

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early settlers started kinds of farms called a kibbutz. A kibbutz is owned by all the members of the community. They all work together to grow crops. The crops are sold to make money for the kibbutz. Children live in their own dormitories. Everyone eats in a cafeteria like we do in school. Nowadays, toys and machinery can be made on a kibbutz too. There is also another kind of farm found only in Israel. It is called a moshav. People work together but own their own property.

Israel is a very urban society. Its citizens mostly live in cities. They have many of the goods and services which we are used to.

QUESTIONS FOR DISCUSSION OR USE AS WRITING PROMPTS FOR USE WITH "LET'S VISIT ISRAEL"

1. Using a world map and the text, compare the location of Israel and your community. Making a diagram helps you prepare your response.

2. List three kinds of physical landmarks and three kinds of cultural land marks found in Israel. List some of land marks for your community. How are these land marks similar? How are these land marks different?

3. Since three great religions are located in Israel, give examples of religious buildings found in your community. Which of these buildings belong to which religious groups.

4. Describe the weather conditions in Israel. How are they the same or different from weather patterns found in your community?

5. Describe farming practices found in Israel. Describe a rural community near your school. How is farming the same or different in your community?

6. Describe how new immigrants to Israel become used to Israeli customs. Describe how new students are helped to feel at home in your school. How do you and the Israelis make new-comers feel welcome?

7. List farm products from Israel. List farm products grown on a farm near your school. In what ways are these products similar or different?

8. Make a chart showing the kinds of religions children your class practice. Which of these religions is also found in Israel. You can graph your results. Describe the results using words like greater, less, more, and fewer.

9. Explain transportation (communication) networks in Israel. Which of these are found in your community? How has transportation (communication) helped make Israel a better place to live?

10. List all the ways Israel is an important region. Next to each way list an example. Which of these examples of regions can you think of for your own community.

LET'S VISIT JORDAN

LOCATION

Travelling to Jordan is a long journey of almost 7,500 miles. from Baltimore. Jordan and Israel share a common boundary. Jordan is part of the Arabian Peninsula. Jordan shares border with other Arab countries: Syria, Iraq, and Saudi Arabia. Amman is the capital and largest city. It is found at 32 degrees north and 36 degrees east. Jordan is in the Eastern Hemisphere. Jordan is in the Northern Hemisphere. Baltimore is located at 39 degrees north and 77 degrees west.

PLACE

The are many cultural landmarks to see in Jordan. Some of these land marks are ruins which were built by other culture. One such place is Petra. It was used in

the filming of an Indiana Jones movie. Petra was built 1000 years ago by the Nabatean culture. These people were traders who led caravans across the desert.

There are many physical land marks to visit in Jordan. The vastness of the desert has a wonderful beauty all its own. The Wadi Rum, which you can visit, was used in the filming of the movie "Lawrence of Arabia." A wadi is a canyon. Many times water is found here. It was here at Wadi Rum, that King Abdullah drove out the Ottoman Turks in 1918. Bedouins still live here. Many tourists visit here. You can also see the Desert Patrol Corps which is also known as the camel police.

The Dead Sea is the lowest point on earth. You cannot sink in the Dead Sea because of the density of the salt water. No fish live in the Dead Sea. Masada is near the Dead Sea. The Jordan River flows into the Dead Sea. The Dead Sea Scrolls

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were found at Qumran, near the Dead Sea.

ENVIRONMENT

The western part of Jordan has a Mediterranean climate. It's a short distance from Jordan to the Sea. Cool breezes blow inland. The eastern part of Jordan has a desert climate. Both climate are marked by low annual rainfall. Rainfall comes in winter months. The valley of the Jordan River is important for farming. The soil is fertile and with irrigation farming is possible. Some pine forests can be found in northern Jordan.

The Jordan River is the most important river in Israel ands Jordan. It is not used for navigation. There is a dam for producing electric power. Israel and Jordan disagree about the amount of water each uses for irrigation. The Jordan River is important in the Christian Religion.

Jordan has an oasis. An oasis is a place in the desert with a water supply such as a spring. Plants grow there. Travellers stop there as they cross the desert. In past times, an oasis was more important than they are now. The Azraq Oasis is east of Amman. There isn't much water left. It has been used for irrigation. Dates palms grow there. Leaf stalks are made into baskets, mats, and sandals. Dates are delicious.

Many unusual land forms occur because of erosion caused by water and wind. The Dead Sea scrolls were found in the caves along the high cliffs. The black desert in northeast Jordan has many unusual land forms. Even goats find it hard to survive here.

Many animals exist in Jordan which are no longer found in Israel. Some of these animals are: ibex, fox, jackal, hyenas, wolf, hare, and even panther. Early travellers thought the oryx was a unicorn.

The natural vegetation consists of tough grasses. The soil is fertile. Al it needs is water. The Jordan River is a source of water for irrigation. Date palms grow in oases.

MOVEMENT

Most Jordanians are descended from Bedouins. Changes in life style have affected their culture. Bedouins travel from place to place. They look for grass upon which sheep and goats feed. Nowadays some of them gave adopted a modern style of living in just one place.

The development of a constitutional monarchy is important to the development of modern Jordan as an independent country. King Hussein is a very well respected man both in Jordan and around the world. His wife, Queen Noor, is very active in cultural and educational activities.

Jordan is part of an Arabic culture. The language spoken is Arabic. It has a different alphabet and many different sounds than English. An Arabic culture has many similarities to our own culture. Yet, the are differences which make it special. Communication networks are well developed. Amman has a TV station and a radio station. Newspapers are printed in Arabic.

Jordan's main trading partners are India Iran, Iraq, Europe, and the United States. So many refugees are a strain on government services. It costs money to provide services to refugees.

REGION

Jordan is a political region. Jordan was formed in 1922 as Trans-Jordan. It was controlled by Britain. Jordan became an independent country in 1946. In the 1950's, its name was shortened to Jordan.

It is a kingdom. and its ruler is King Hussein. He has been on the throne for over 50 years. Her has a great deal of power and is widely respected by the Jordanian people.

Jordan is a new country in an ancient region. The king's grandfather was the first king. His grandfather was the leader of a desert tribe. Tribesman have think of themselves as Jordanians and as members of a tribe.

Historically, Jordan and Israel have been enemies. During the Gulf War, Jordan remained neutral. Israel occupies the West Bank which was taken from Jordan in the 1967 War. Israel and Jordan have been working to be peaceful neighbors.

Jordanians are part of an Arabic culture. Many of the early Jordanians were Bedouins who travelled from place to place. They lived in tents and were free to travel wherever they wanted. Modern culture has changed much of their life

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style. You will still see Bedouins in Jordan today. Belonging to a tribe is like belonging to an extended family of aunts, uncles, cousins, grandparents, and other relations. People are proud of their tribe and fiercely loyal to it.

Islam is the most important religion in Jordan.

The climate is dry and desertlike. Farming is possible with irrigation. The Jordan River is used as a water supply. Vegetables, grains, and fruits are raised. Olives, dates, and citrus fruits are important too. Goats and sheep are herded in grassy areas.

Jordan is an economic region. Natural resources are very limited. Tourism is important to the economy. Phosphate is an important export. Phosphate is used in fertilizer in our country. Transportation costs are high because road systems are limited. The Trans-Arabian oil pipeline is important. It travels through Jordan from

Saudi Arabia to Lebanon. Jordan receives money from other Arab countries to help its economy. Other Arab countries are its most important trading partner.

QUESTIONS FOR DISCUSSION OR USE AS WRITING PROMPTS FOR USE WITH "LET'S VISIT JORDAN"

1. Using a world map and the text, compare the location of Jordan and your community. Making a diagram helps you prepare your response.

2. List three kinds of physical landmarks and three kinds of cultural land marks found in Jordan. List some of land marks for your community. How are these land marks similar? How are these land marks different?

3. Describe the weather conditions in Jordan. How are they the same or different from weather patterns found in your community?

4. Describe farming practices found in Jordan. Describe a rural community near your school. How is farming the same or different in your community?

5. List farm products from Jordan. List farm products grown on a farm near your school. In what ways are these products similar or different?

6. Explain transportation (communication) networks in Jordan. Which of these are found in your community? How has transportation (communication) helped make Jordan a better place to live?

7. List all the ways Jordan is an important region. Next to each way list an example. Which of these examples of regions can you think of for your own community.

8. Make a Venn Diagram in order to compare your community with what you know about Jordan. Explain similarities and differences.

9. Make a graphic organizer comparing both Israel and Jordan. Discuss or explain similarities in both physical and cultural geography.

Activity 1 Making Student Passports:

The students enjoyed making the passport and making the passport has tie-ins to other curricular areas.

I don't know how to put it on computer disc, but am including a paper copy of the student passport we use when learning about another region. This passport is easy to make. The students color the cover blue- just like real passports. You may laminate the outside.

The visa stamps which the students paste in their passports are made from a program called "SuperprintII for the Macintosh." The poster-clip art gallery section. It includes one inch pictures suitable for visa stamps from around the world. Students color these and paste them in the visa section of their passports as we visit each country.

The data sheet of information included in the passport is completed with parental help as a homework assignment. This is a "real life" learning situation- children complete an application form. Pasting a photograph helps complete authenticity, too.

The students type the data using a word processor program as part of computer lab instruction. They print out the data and paste it inside their passport. A small photograph is also pasted in. The passport number is their social security number. The date of issue is today's date. The passport agency is our school name. Some teachers also include place of birth just like the real passport does.

PASSPORT DATA

Last Name:

First Name:

Date of Birth:

Place of Birth:

Nationality:

Passport No. (Social Security No.)

Place of Issue:

Date of Issue:

Activity 2: Mental Mapping :

In this activity each group is asked to write down what they already know about the Israel or Jordan region. This is a kind of mental mapping, sometimes called brainstorming. Brain storming encourages divergent thinking. Accessing prior knowledge is a concept most elementary teachers of reading are familiar with. The children brain storm (mentally map) and make a group list. Since I teach second grade, I usually give each group an outline map of Israel or Jordan to focus their thinking processes. Older students can draw their own freehand outline map to focus their thinking.

After brainstorming, each group then takes turns reporting their map of ideas to the whole class. Sometimes, I act as recorder and write the entire class's ideas on a chart paper. (The activities may need to be adjusted for the ability level of the class.) Mental mapping is important in vocabulary and concept development. It's also important to discover misconceptions children have and I can correct these misconceptions during instruction. Mental mapping can also be used as a post-test to see what the children have learned about Israel or Jordan during the unit.

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Activity 3 Active Viewing:

After passing out the plastic bags of equipment, each group begins active investigation by viewing the video. Children look for verification of the ideas included on their mental maps (activity 1). They put a red bull's eye next to any word they have already written down which they see on the screen. They also look for new information: concepts, ideas, and vocabulary.

We have as reference a list of social studies concepts hanging in front of the room. A knowledge of social studies concepts helps children focus their thinking. Using these social studies terms often helps children become more efficient social studies investigators. The vocabulary/concept list (at the end of the lesson plan) gives a clue as to the kinds of things children need to be looking for as they watch the video.

Each group of three or four uses the video to help them think of ideas and words to add to their list of map words reflecting their knowledge of Israel or Jordan. I circulate and ask prompting questions. This is especially important when children miss really important picture clues.

I spend an entire morning doing these activities. This includes reading, language arts, and social studies time. This is an integrated activity because children are learning social studies, interpreting videos, making decisions, sorting data, presenting data in a usable form, and reporting their findings orally. We make use a

many kinds of graphic organizers which were first used in reading instruction. This is our connection with the entire curriculum.

If the video is unavailable, teacher can use the text in this unit. The students need to know how to highlight important data found in the text. They use the text to complete this acclivity.

The activity can also be complete by using a series of pictures from a magazine such as the National Geographic. Children circle important pictures within each photograph to use to complete the activity. This uses up photographs. Yet, if you laminate the pictures and use washable markers, the pictures will be usable for many years.

Activity 4: Using Graphic Organizer:

After watching the video and making notes about their viewing, children use a graphic organizer to display their data. A web is convenient and each group needs to decide which categories will be included in their web. I often suggest that the students use the five fundamental themes of geography: location, place, movement, environment, and regions as categories. Or, the social studies concept chart (the ABC's for Israel or Jordan) hanging in the room will offer many other categories for students to use. Students need to make a group decision concerning the use of categories for their web.

EXAMPLES OF UNIVERSAL CULTURES **ISRAEL**

1. material culture: yarmulke, kepi, apartments, armaments industry, well developed road system, poorly developed railway system, ElAl-international airlines, kosher kitchens
2. arts, play, recreation: basketball, soccer, amateur archaeology, hiking
3. language/nonverbal communication: Hebrew and Arabic are cfficial languages
4. social organization: kibbutz, moshav, religious community, rabbinical council is important in decision making, mandatory military service, military aids in assimilation of immigrants
5. social control: army, immigrant organizations, social pressure to conform, religious traditions
6. conflicts and warfare: constant, 1948 War for independence, 1956 Suez War, 1967 Six Day War, 1972
7. economic organization: high inflation due to high military expenditure and high cost of assimilating immigrants, United Israel Appeal, standard of living and living coasts are high for Middle East, tourism, export fruit, irrigation schemes
8. education: highly literate population, assimilation
9. world view: Promised Land, accepts Jewish immigrants from all over world

EXAMPLES OF UNIVERSAL CULTURES **JORDAN**

1. material culture: veiled women, stone housing, extended family,
2. arts, play, recreation: soccer, music, depti-traditional music, oode-guitar like instrument
3. language/nonverbal communication: Arabic, limited use of personal space, flowery language, speaking with gestures common
4. social organization: extended family, patriarchal society, limited role for women, genders do not associate with each other, men have men friends only
5. social control: traditional values and Islamic religion are very strong
6. conflicts and warfare: conflict with Israel, neutral in Gulf War, Palestinian refugees
7. economic organization: banking is important industry, many people employed by government services, domestic labor provided by immigrants, tourism
8. education: literacy tripled in 30 years, Islamic culture
9. world view: linked with Arab bloc countries, Islamic religion and culture

EXAMPLES OF UNIVERSAL CULTURES:

Universal cultures are a quick way of organization data about a region. They include many facets of everyday life in a region's culture and common place things that we may not typically think of when discussing a specific region.

1. material culture: food, clothing, shelter, adornment, tools, weapons, housing/shelter, transportation, personal possessions, household articles
2. arts, play, recreation: forms of the arts, play, recreation, folk art, fine arts, standards of beauty, and taste
3. language and nonverbal communication:
4. social organization: societies, families, kinship systems
5. social control: systems and governments institutions, rewards, punishment
6. conflicts and warfare:
7. economic organizations: systems of trade, exchange, producing and manufacturing, property, division of labor, standards of living
8. education: formal/informal
9. world view: belief systems an d religions

(from What are Universals of Culture? (Cleveland, Craven, and Danfelser, 1979).

EXAMPLES OF UNIVERSAL CULTURES **ISRAEL**

1. material culture:

_____

2. arts, play, recreation:

_____

3. language/nonverbal communication:

_____

4. social organization:

_____

5. social control:

_____

6. conflicts and warfare:

_____

7. economic organization:

_____

8. education:

_____

9. world view:

_____

EXAMPLES OF UNIVERSAL CULTURES **JORDAN**

1. material culture:

2. arts, play, recreation:

3. language/nonverbal communication:

4. social organization:

5. social control:

6. conflicts and warfare:

7. economic organization:

8. education:

9. world view:

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Activity 5 Oral presentation:

Each group will present their findings to the class. Classmates are encouraged to listen politely and ask questions. I, too, ask questions of the group. The graphic organizers are hung in the room to be used throughout the unit. Interpreting data and the organization of data is another indicator Maryland has determined to be an important learning outcome. The group will also find Israel or Jordan on the map of the world, the United States, and Maryland. This is important because location and place are important terms.

Activity 6 Comparing Israel or Jordan with Maryland:

We also use a Venn diagram to compare what we have learned about Israel or Jordan with what we already know about the Chesapeake Bay region of Maryland. We use our own region as a springboard to learn more about other regions. It helps students understand new regions when they have their own community/ neighborhood/ region as a reference point.

Israel or Jordan

CONSTRUCTING A VENN DIAGRAM TO COMPARE AND CONTRAST

ISRAEL	BOTH	JORDAN
	Jordan River	
	Dead Sea	
Hebrew		Arabic
	British Colony	
	partition	
Palestine		Trans-Jordan
democracy	government	kingdom
Jewish immigrants		stable population
		Palestinian refugees
	water conservation	
	few natural resources	
	import fuel-oil	
	tourism dollars	
	west Asia	
	common border	
	desert	
oriented toward Europe		oriented to other Arab countries
oriented toward USA		oriented to OPEC
dependent on US funds		countries & funding
	historic enemies	
	no economic ties	
	desert climate	
	little rainfall	
	rain comes in winter	
Jewish majority	Bedouins	Arab majority
many immigrants		few immigrants
farm with irrigation		traditional farming
		herding sheep & goats
Tel Aviv, Jerusalem	urban centers	Amman

CONSTRUCTING A VENN DIAGRAM TO COMPARE AND CONTRAST

Use with Baltimore Region, Compare Israel/Baltimore or Jordan/Baltimore.

Baltimore Data
large Jewish population
Christian majority
cool, snowy winters
hot, humid summers
urban/suburban
North America
Chesapeake Bay
forest, woodland, meadow
democracy, state

ACTIVITY 7: COMPARATIVE GEOGRAPHY:
ENVIRONMENTAL CONCERNS

1. What is the region of the world?

_____

2. What is the environmental concern?

_____

3. What decision do these citizens think is a good one?

_____

_____

_____

4. What reasons do they give for making this decision?

_____

_____

_____

5. How do you feel about their decision? Why?

_____

_____

6. What solution can you think of for this problem? (Your decision may be the same as their decision.)

_____

Something Extra: Draw a poster, including title, descriptive sentence, and illustration, which advertises the decision you think is best. Be able to justify your decision.

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COMPARATIVE GEOGRAPHY

ENVIRONMENTAL CONCERNS

1. What is the region of the world?
Israel or Jordan
2. What is the environmental concern?
water supply for agriculture
3. What decision do these citizens think is a good one>?
irrigate by drawing ground water
4. What reasons do they give for making this decision?
lack of rainfall, high cost of desalinization, lack of surface water
5. How do you feel about their decision? Why?
Agree, water is necessary for jobs, to grow food for people, to sell products for money
Disagree, draining ground water is environmentally unsound in the long run for future generations, too much irrigating wastes valuable water needed for people use
6. What solution can you think of for this problem? (Your decision may be the same as their decision.)
a. desalinization sea water is free, they have reactors to heat water, unlimited supply
b. stop irrigation as a wasteful practice
c. use the Jordan river more productively

A SELECTED BIBLIOGRAPHY OF CHILDREN'S BOOKS FOR ISRAEL AND JORDAN

Burstein, C. Kid's Catalog of Israel

De Regnierds, B. David and Goliath

Edwards. M. Chicken Man

Foy, F. Israel

Haskins, J. Count Your Way Through Israel

Kimmel, E. The Three Princes: A Tale

Kubie, N. Israel

Lowen, N. Food In Israel

Nye, N. Habibi

Ross, S. Causes and Consequences of Arab Israeli Conflict

Taitz, E. Israel: A Sacred Land

Taylor, A. Kibbutz in Israel

Uval, B. Women in Society: Israel

A SELECTION OF NATIONAL GEOGRAPHIC MAGAZINE ARTICLES FOR ISRAEL AND JORDAN

These are articles which you can use as bulletin board pictures. These pictures can be used for group projects instead of using videotapes.

Abercrombie, T. 1984. Jordan: Kingdom in the Middle.

Arden, H. 1978. Living Dead Sea.

Avakian, A. 1996. Gaza.

Belt, D. 1995. Israel's Galilee.

Doubilet, D. 1993. Desert Sea.

Falconer, S. 1989. Bronze Age Village Life in Jordan.

Hohlfelder, R. 1987. Herod's City on the Sea.

Harbutt, C. 1967. Where Jesus Walked.

Hussein (King). 1964. Holy Land, My Country.

Judge, J. 1983. This Year in Jerusalem.

Kolars, J. 1993. Middle East Water Crisis.

MacLeish, J. 1968. Reunited Jerusalem Faces Problems.

Mairson, A. 1996. Three Faces of Jerusalem.

Marden, L. 1964. Other Side of Jordan.

Rinard, J. 1997. Lost in Time: Hidden City of Petra.

Robbins, P. 1994. In the Dead Sea, What's Up?

Schreider, F. 1968. Journey into the Great Rift Valley: The Northern Half.

Szulc, T. 1992. Who Are The Palestinians?

Vesilind, P. 1985. Israel: Searching for the Center.

Vester, B. 1964. Jerusalem, My Home.

LITERATURE CONNECTION

Lewin, T. (1997). Ali Child of the Desert. New York: Lothrop, Lee, and Shepard Books.

This is an exceptionally well illustrated book about a Bedouin boy who becomes lost during a Saharan sand storm. Although it does not take place in either Israel or Jordan, it presents a picture of desert life among nomadic peoples. It is a truly noteworthy book for elementary students and one of the best books I have ever read! Be sure to discuss the art work in this book.

NEW VOCABULARY:

journey, joyously, bellowed, ammunition, reappear, delicate, reflecting, market, steady, dunes, thirst, complain, discomfort, suddenly, whirling, gallop, commanded, gritty, spurred, crinkled, curiosity, gratitude, pastures, dates, bandits, goatherds, echo, halt, silhouette, reins, kettle, tea, steep, murmured, blessing, transistor, static, warrior, turban, bandoliers, swords, muskets, concluded, unwound, scalp, stallion, swindled, belongings, prayer, departed, continued

WORDS FROM ANOTHER LANGUAGE (ARABIC)

Ali, Rissani, Moroccan, Sahara, Jabad, djellaba = long loose robe with full sleeves, Asalaan-o-Aleikum = peace be with you (formal greeting), Aleikum-o-asalaam = peace be with you (polite response), Berber, Abdul, Youssef, cherqui= sandstorm, kesrah= pocket bread. Allah, Shoukran = thank you

FIVE FUNDAMENTAL THEMES OF GEOGRAPHY

This book can be used to reinforce the five fundamental themes. A web can be generated as you read through the text with the children.

LOCATION:

Morocco, Sahara Desert, market town of Rissani

PLACE:

oasis, market, rippling dunes, needle-sharp sand, djellaba, swelling half sunk in the sand, adobe hut

MOVEMENT:

three day journey to market, camels, herdsmen, transistor radio, folk tales, storytelling by the fire

HUMAN ENVIRONMENTAL INTERACTION:

hot, heat, whirling wind, cherqui, sandstorm, wild peppermint, cold night, summer pasture, vulture, camel, adders, cobras, hyenas, jackals, dates, goats

REGION:

Sahara desert, Bedouins, Berber tribesmen, warrior tribesmen, Allah & morning prayer are part of the Islamic religion, Arabic speaking people

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COMPOUND WORDS

This text can be used to reinforce the concept of compound words.

nowhere, overhead, somewhere, onto, herdsmen, fingertips, goat-hair, grandson, sandstorm, outside, everything, firewood, grandfather, grandmother, campfire, tribesmen, horsemen, sunlight

NOISE WORDS

This text can be used to teach about sounds.

bellowed, howling, calling, roared, pounded, screamed, jangle, replied, grunt, said, echo, blast, sizzling, murmur, static, rumbling, clash, thunder, boom, ka-pow

MOVEMENT

This text can be used to teach about words that show movement

trotted, rode, sway, whirling, jerked, kicked, headed, leaped, ducked, stepped, trembling

QUESTIONS FOR DISCUSSION AND/OR WRITING PROMPTS

1. Describe the location of the setting of this story.

2. Tell about the theme of place. How does the author let you know where you are.

3. Describe ways people travel in the story. This is part of the theme of movement.

4. Describe ways people communicate in the story.

5. Describe the desert environment. Tell about ways people have adapted to their environment in this story.

6. Describe the region in the story. You can describe the desert, the way people live, the language they speak, their religion.

7. Make a graphic organizer in order to compare and contrast food. clothing, housing, daily activities of Ali and children in your own neighborhood. Discuss interpretations of your organizer.

8. Locate Morocco on the world map. Despite of distances between Morocco and Israel and Jordan, the desert remains an important geographical/cultural influence.

OTHER WEBBING ACTIVITIES

You can make webs about other concepts. This is important for both vocabulary development and understanding concepts presented in the story. Each arm of the web can be used as a question for discussion or as a writing prompt. Suggestions for web arms are: warriors, hospitality, homes, customs, clothing, deserts.

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MAKING A DIORAMA

Students refer to the illustrations in the text as well as magazine pictures you have in your file.

You need:

12x18 white (or sky blue) paper 6x18 brown paper

3x18 yellow paper 9x12 white paper for cut-outs

crayons or chalk scissors paste

Procedure:

1. The background is white. Children draw and color a cloudless sky with blazing sun.
2. The brown paper is middle ground. Cut the top to look like rolling sand dunes.
3. The yellow paper is foreground. Cut the top to look like gentle sand dunes.
4. On the 9x12 paper draw: Ali, another character, a camel, and a goat. Cut out these characters and paste them on the middle or foreground. (If you would like you can duplicate drawings of each for your students to color, cut, and paste.)

To assemble:

1. Cut 2 inches from the brown sheet.
2. Cut 4 inches from the yellow sheet.
3. Match the ends of all three sheets and staple together.
4. Match the other ends of all three sheets and staple together.
5. The three sheets will be bowed like an arc. This is what keeps the diorama standing up.

LITERATURE CONNECTION FOR ISRAEL

Neil Waldman, (1997). The Never-Ending Greenness. New York: Morrow Junior Books.

This is a moving story about one boy's love of the out of doors and his life-long determination to bring a forest of trees to Israel. It parallels Israel's own efforts to reforest the nation. Israel celebrates Tu b'Shvat which is similar to our own Arbor Day. The illustrations augment a moving story.

NEW VOCABULARY:

generation, neighborhood, ghetto, apartment, remained, ancient, explosion, crusader, spring, pottery, celebrate, continued, appeared, surrounded, melody, vibrations, soared, seriously, fortress, disappear, conquerors, cultivate, surrounding

USING THE FIVE FUNDAMENTAL THEMES OF GEOGRAPHY

LOCATION: Locate Vilna on the map. Trace the route taken to Israel. Locate Israel on the map.

PLACE:

village, crusader castle, caves, grove of trees, hillsides, forest

MOVEMENT: crammed boat full of people, walking, climbing

HUMAN ENVIRONMENTAL INTERACTION:

dusty hill, dry season, storks, no topsoil, gazelles, spring October rain, fall rain, grove, no shade, looks like a desert

REGION:

reforestation, hills and valleys, archaeology (coins and pottery, Tu b'Shvat=holiday=tree planting, religious region=Torah, desert

TIME CLUES:

years ago, then, soon, days, spring, weeks, months, morning, evening, dry season, someday, finally, next, day after, 50 years, weekend, centuries, passed, continued

COMPOUND WORDS:

anywhere, crisscrossed, puffy-eyed, tiptoed, alleyway, outside, ourselves, candlelight, passageway, hillside, newborn, bedroom, someday, weekend, springtime, mushroom, forehead, grown-ups, topsoil, railroad

WORDS ABOUT VILNA:

bakery, synagogue, library, trees

WORDS ABOUT TREES:

summer green, winter bare, line streets, stretch arms to sun, buds, yellowish feathers, green leaves, sheltering leaves, ancient oak

WORDS ABOUT WARTIME EVENTS:

ghetto, dark apartment, crowded, hunger, no green, soldiers, ghost like people, escape, alleyways

WORDS ABOUT ISRAELI VILLAGE:

wooden house, bakery, dusty hill, hills, valleys, crusader castle, gazelles, caves, hillside

WEBBING: Children make webs using any of the above categories. Webbing is a good activity to foster close reading skills and serves as an excellent pre-writing activity.

QUESTIONS FOR DISCUSSION OR AS WRITING PROMPTS

1.After locating Vilna trace your route to Israel. Explain how and why you may have wanted to go there.

2, Describe trees in your own words. Compare the author's use of figurative language to describe trees and your own word list. Think of some descriptive ways to describe trees in your own neighborhood.

3. Note the illustrator's use of color throughout the story to indicate mood. Use colors yourself to create a mood and describe the mood. Oil pastels blend well in order to make illustrations like the ones used in the text.

4. Israel has been an independent nation for 50 years. It celebrate Tu b'Shvat which is similar to Arbor Day. Explain Arbor Day in our country. You can plant acorns or fruit seeds. Freeze them first in the freezer. This simulates the dormancy period these seeds need before planting in the spring.

5. Describe the before and after effects of reforestation. The story gives you some definite ideas about changes in land use and weather conditions.

6. Compare the environment presented in the story about Israel to the environment in your own neighborhoods.

7. Explain why there were no forests in Israel 50 years ago.

ITEMS IN A DISCOVERY BOX

Many examples of universal culture can be included in the box. I like to include products similar to those sold in our community as well as exotic items so students can compare and contrast. Laminate anything which may be ripped.

postage stamps photocopied paper money coins
flags travel brochures packaging from food
soda cans soil samples from different areas
rock samples from different areas postcards
school items (notebooks, crayons, etc.) toys
food items to be consumed by students menus
newspapers

SCRIPT TO ACCOMPANY VIDEO TAPE ABOUT JORDAN

Read this script as your student view the video. Instruct them to look for specific examples of the five fundamental themes of geography as they view the video.

1. Here we are at an archaeological site. This is the ancient city of Jerash. Jerash is north of Amman. There are Roman ruins as well was early Christian ruins. There is a modern city of Jerash, too. This is a triumphal arch. This round space is the forum. This is a theatre. Over 5,000 people could watch plays here. Today, this theatre is used for performances during the Jerash Festival which is held in August of each year. Tourism is an important industry in Jordan.

2. These are pomegranates. Pomegranates only grow where there is warmth all year around. These are grapes. They ripen in late July. Grapes in Baltimore ripen in early September. The family eats supper outdoors under the grape arbor.

3. This is Umm Qays. It is also an archaeological site. From the mountain you can see Syria, Lebanon, and Israel in the distance. You can see the Sea of Galilee too. It always seems hazy here because of the heat. These are cactus plants. The fruit is the cactus is called a cactus pear. It is sold in markets.

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4. What a wonderful view of the capital city of Amman. It is a modern city. There are a million people who live in Amman. Parts of Amman are very modern. There are a few skyscrapers. There is lots of traffic. You see taxis and busses. This is public transportation.

5. Let's visit the citadel in Amman. The citadel has an archaeological museum as well as ruins from several ancient cultures. The view from the Citadel is fantastic. You can see many districts of Amman from the Citadel.

6. This is the Roman theatre in Amman. It has been restored. The theatre is used for concerts today. We also see much of modern Amman. Amman is built in valleys and on hills. There are seven main hills in Amman.

7. There are many things to see at the National Museum. Mosaics were made as floor coverings and as decorations for walls. They are made of colored tiles, rocks, and glass.
These are traditional costumes worn by Bedouin people. They are made of wool. The decorations are sewn on. This kind of decoration is called embroidery. Now days most people wear clothing like ours.

8. This is the King Abdullah Mosque. Most of the people in Jordan belong to the Islam faith. The dome is covered with blue tiles. Next door is a Christian Church. Christianity is the other main religion in Jordan.

9. Across the street from the mosque is the Parliament building. Parliament makes the laws for Jordan. The king introduces bills which become laws. The court buildings are also located here.

10. This is a museum and an art gallery. The British lived here when Jordan was still a British Colony. It has a large garden filled with statues. The King and Queen think art is important for the culture of Jordan.

11. These children are playing at a Discovery Center in Amman. In addition to the playground, there is an art center, gym, science center, planetarium, and snack shop. These children are learning a depti- a traditional dance. Jordanians love traditional dance and music. There are many places to enjoy music in Amman.

12. We travel to through the desert to see Mt. Nebo. The church is built on top of ruins of an earlier church. The old mosaics are beautiful and famous. Tradition says that Moses was buried near by. Look at the valleys around Mt. Nebo. This picture was taken in July. Notice how dry the valleys are. There isn't much growing on hillsides. The lack of water is a problem in Jordan.

13. This is the town of Madaba. It is famous for it's mosaics. Many tourists come to visit. They buy local handicrafts, too.

14. This is Wadi Mujib (a deep canyon) and is very dry. Notice there is not much traffic here. In summer there aren't many tourists. It's too hot. Most visitors come in the cooler spring or fall months.

15. Here we are at the village of Kerak. This market sells goat meaty. This is the market street in Kerak. This man runs a tailor shop. This rug weaver makes and sells rugs. The rugs are beautifully colored. Many people still walk or use donkeys for transportation.

16. This is Kerak castle. It was a crusader fort built to defend trade routes from east to west. Parts of the fort are being restored to preserve them.

17. This handicrafts center makes traditional gifts for sale to tourists. Women are trained to do this. There are many two income families in Jordan. Silver jewelry, clothing, spices, and herbs are sold to tourists.

18. There are wonderful things to see at a Nature Preserve. It protects the beautiful natural wilderness. Animals and plants are safe here.

19. This is Petra. Petra is entered through deep narrow canyons. The first building you see is the treasury. It was used in an Indiana Jones movie. The building here were carved out of cliffs over 1,000 years ago. This is

one of the most famous historical sites in Jordan.

20. Another great place to visit is the port city of Aqaba. Aqaba is the only harbor in Jordan. In the distance you can see Saudi Arabia and Israel. Aqaba is located on the Red Sea. Aqaba is important for importing and exporting goods. Tourists enjoy coming to Aqaba for its warm, clear blue, pleasant winter weather, and wonderful swimming. In summer, the temperature often reaches 115 degrees!

21. This is Wadi Rum. It was here that the movie Lawrence of Arabia was filmed. It is an area of quiet beauty. These petroglyphs were carved hundreds of years ago. People still use camels for transportation. There aren't many people who live in this part of the desert.

22. Education is important to Jordanians. This is a modern comprehensive school in Amman. It has a pre-K through high school program.

23. Many modern buildings are being built in Amman. This is a house being constructed in Amman. Most b building are made of concrete. There isn't much wood. Floor are stone tiles. People build houses all over. It's not unusual to see goats grazing next door to an apartment building.

24. In addition to small grocery shops there are modern grocery stores, too. This is a Safeway supermarket in Amman. It is much like a supermarket which can be found in any large city around the world. There is a meat counter, cereal, and produce. Many cereals are like those sold at home. Notice the Arabic writing on the packages.

25. Jordanians are respectful of their traditions and history. This is the Monument to War Dead in Amman. It is also an armed forces museum.

26. This is the campus of the University of Jordan in Amman. There are many colleges and universities in Jordan. This university has over 22,000 students.

27. Travelling east from Amman some ancient castles. Notice how flat the land is. There is nothing growing here. The first castle is called Qasr Al-Kharana. The second castle is Qasr Amra. It was originally a bath house! The last castle was home to Lawrence of Arabia during the first World War. It is called Qasr Al-Azraq.

28. Another famous landmark is the Hussein Mosque in downtown Amman. It is built in a traditional style with two minarets (towers.) This is considered the center of the old part of the city. Traditional markets are found here.

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29. This man's name is Imad. He is a stone mason. This is very difficult work and he is paid more than his co-workers. The fronts of most buildings are faced with limestone blocks such as these. This gives most every building in Amman an a pale white color.

30. Let's visit a Palestinian Refugee Camp located north of Amman. It is NOT a camp with tents however. Since it is fifty years old it looks more like a small village. This is a school for Palestinian children. Boys and girls attend separate classes. Boys have men teachers. Girls have women teachers. This is a typical street scene in the camp. There are homes, offices, and services here. This health clinic serves the camp. This is a typical house. It is small. There is an open area. Many people sleep on mattresses which are rolled up during the day. Many Palestinians don't live in camps. All refugees have received Jordanian citizenship are citizens of Jordan.

SCRIPT TO ACCOMPANY THE VIDEO TAPE ABOUT ISRAEL

Teachers read this script along with the video. Stop the video when necessary to point out interesting sights. Ask prompting questions as student view the video.

1. Bright and early! This is a view of the Old City of Jerusalem at dawn. Note the gleaming Dome of the Rock. This is a famous landmark in Jerusalem. Jerusalem is in the middle of Israel.

2. The view from Mt. Scopus is fabulouys. The Hebrwew University is located on Mt. Scopus. The white buildings are the Mormon Center. Many other famous buildings are located here.

3. We are looking toward the Judean Desert east of Jerusalem. In the distance you can see the country of Jordan.

4. Here we see the new city of Jerusalem. It is modern like many cities throughout the world.

5. This is the Mount of Olives which is important for Christians ands Jews alike. You can see the wall of the Old City too.

6. In the Old City this is just one shop. The baker is baking bread to sell. Vendors sell goods and provide services to citizens of the Old City.

7. Archaeology is important in Israel. This is an archaeological site within the Old City. This is the Roman Cardo. This was a market place 2,000 years ago.

8. Many religious buildings are within the Old City. This is the Church of the Holy Sepulcher. This building has been rebuilt many timers. It marks the traditional place where Christ was crucified and buried. Many pilgrims come here from all over the world.

9. Many Arab-Israelis still use donkeys to carry goods in the Old City.

10. This is the Western Wall of the old temple in Jerusalem. It is sometimes called the Wailing Wall. People from all over the world come here to pray. It is considered to be a very holy site.

11. Here we are in a community called Mea She'arim in Jerusalem. The Jewish people who live here are Ultra-Orthodox. They dress as many of them did hundreds of years ago. Visitors who come here are reminded to be respectful of the customs of the residents.

12. This is St. Catherines's Greek Orethbodoix Monastery in Wadi Qelt southwest of Jerusalem. There has been a monastery here for 1,200 years. Wadi Qelt is in a desert.

13. Another archaeological sight of great importance. This is Jericho. It is believed to be the oldest city in the world. There is also a modern city of Jericho which you see in the distance. There is a source of water here so the city has lots of trees.

14. These Roman ruins are found at Beth Shean. The large mound it called a Tel. Archaeologists will excavate the tell just as they have excavated all of the buildings you see here.

15. We can also visit the ruins of a 4th century synagogue in the kibbutz of Bet Alfa. Bet Alfa makes money selling tickets to see the mosaic floor. The center is the floor is a zodiac medallion. At the front you see a mosaic telling the story of Abraham and Isaac.

16. This modern church was built in the Arab city of Nazareth. It is built over the cave in which tradition has it that Gabriel announced to Mary the birth of Christ.

17. This view of fertile fields was taken from the hillside Druze village of Hurfish. Druze have their own religion. They serve in the Israeli army. They speak Arabic.

18. Many people live in the modern city of Tiberias. It is on the shore of the Sea of Galilee.

19. These pictures were taken in the Golan Heights near the Lebanese/Syrian border.

20. This is the ruins of the city of Capernaum which is mentioned in the New Testament. There are the ruins of both a church and a synagogue. These are date palms. Dates are an important fruit. A single palm can grow over 500 pounds of dates in one year.

21. Here we are at Tabgha where the second feeding of the multitudes took place. The church is modern.

22. This is the old city of Sefat. The synagogue here is over 400 years old. It is painted a beautiful sky blue color.

23. Let's look at another Druze village. The fig trees grow wild. We are too far north for figs to survive the winter.

24. This is the Crusader fort in Akko. Akko is also a modern city. The fort was used as a prison by the British in the 1940's. The mosque is a place of workshop.

25. This is the Harbor at Akko. The building is a khan. It was used as a resting place, similar to a hotel, by caravans many years ago.

26. The catacombs here were used for Jewish burial many years ago. It is called Beth She'arim.

27. These ruins are an aqueduct which was built to bring water to the ancient city of Caesarea over 2,000 years ago. Caesarea is an important archaeological site. Orange groves are frequently seen in this part of Israel.

28.Let's return for a view of the new city of Jerusalem taken from the Tower of David. The Tower of David is a museum about the city of Jerusalem.

29. This is a typical kibbutz school. Children go to school longer than in our country.

30. Let's go swimming at the beach of Tel Aviv. This view of Tel Aviv shows the high hotels. Tourism is an important industry here.

31. The chalk village was built under ground. People carved rooms out of the chalk. Chalk was used as mortar in construction.

32. This view of the Judean desert. Notice the cloudless blue skies.

33. This is Avdat National Park. Hikers come here from all over Israel to enjoy the challenge of hiking through the park. There are natural and historic parks all over Israel.

34. This is a Bedouin camp site. Bedoiuns live in tents. They move as necessary. This family has settled here for several months. Mother is weaving rug out of wool. She weaves the yarn herself. The family gets wool from sheep and goats. She buys the dyes from m a store. Dad and the kids sit nearby. The kids are not in school because it is summer.

35. Driving south through the Negev Desert we see the Egyptian border. This is a double barbed wire fence. Israeli army patrols drive along the route everyday.

36. This panoramic view is the harbor at Eilat. Eilat is an important harbor. Eilat is important for tourism. Many tourists come from Europe to visit Eilat every winter. Daytime temperatures often reach 115 degrees in summer. Even the breeze is hot!

37. These trenches were built as defences at a kibbutz near Eilat. The settlers have never had to use the trenches. There is a watch tower too.

38. This is the kibbutz Yadvot which produces some of the best dairy products in Israel. The cows live in air conditioned barns because it is so hot outside.

39. Bedoiuns go to schools like these. Bedouins speak Arabic.

40. You can still see camels living outdoors. They are not wild. They belong to someone.

41. Climbing Masada is a long trip and hot trip. Masada is important in Israeli history. The Israeli army helped excavate this archaeological site.

42. The view from Masada is spectacular. You can see for miles in any direction. The ride down the cable car is exciting.

43. This church in Bethlehem was built over the traditional site where Jesus was born. The church was first built about 600AD.

44. Another view of the Western Wall in Jerusalem. Many tourist come to Israel every year just to see important religious sites.

45. This is the Dome of the Rock in Jerusalem. The Dome of the Rock is an Islamic Shrine. It is important to 3 important world religions. Within a short distance is a large important mosque as well.

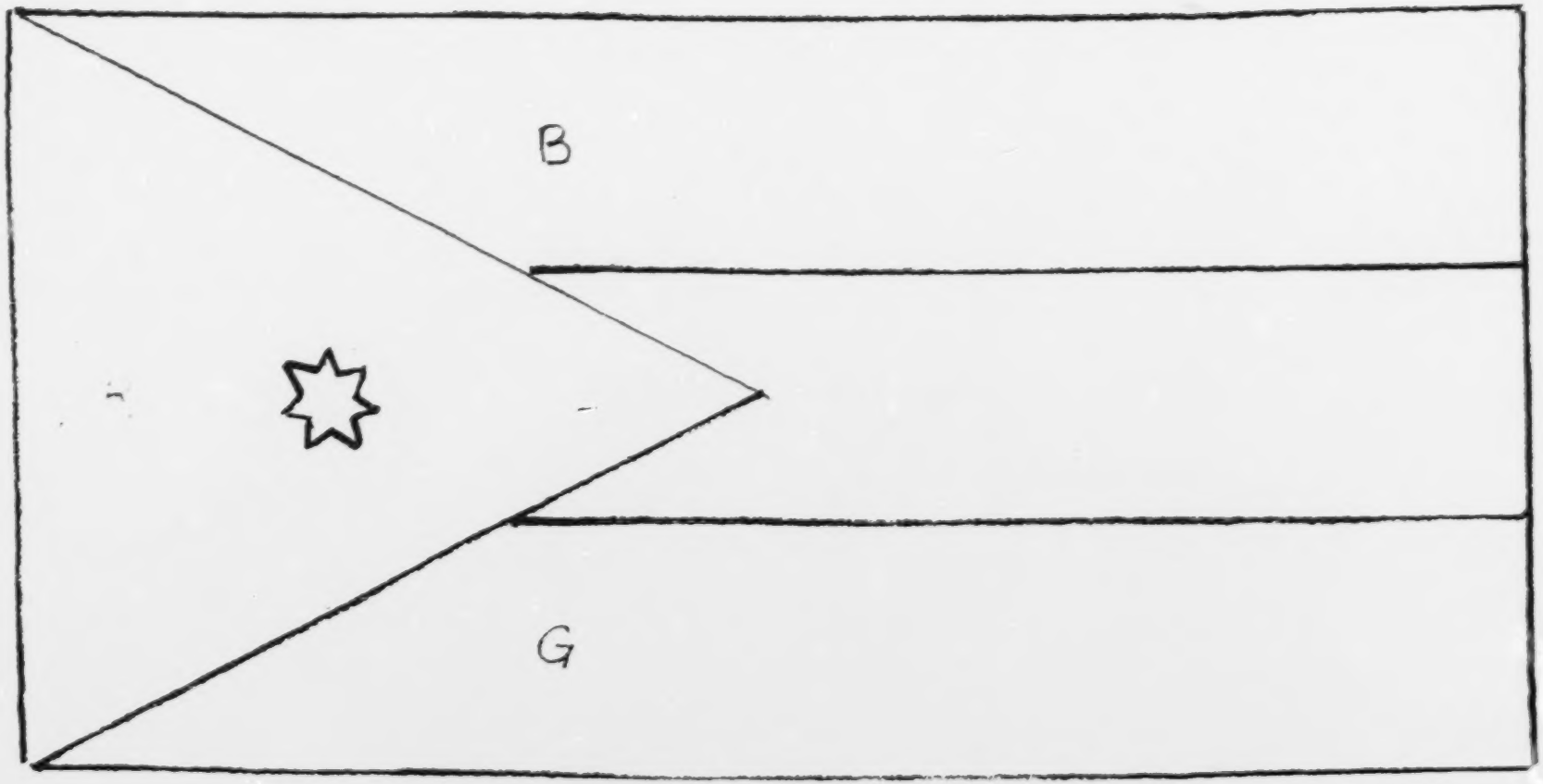
46. Jerusalem has many modern supermarkets just like those in our neighborhood. Many companies which make goods in the United States also sell groceries in Israel too. The packages are written in both English and in Hebrew.

LET'S COLOR A MAP OF JORDAN

B=black

R=red

G=green



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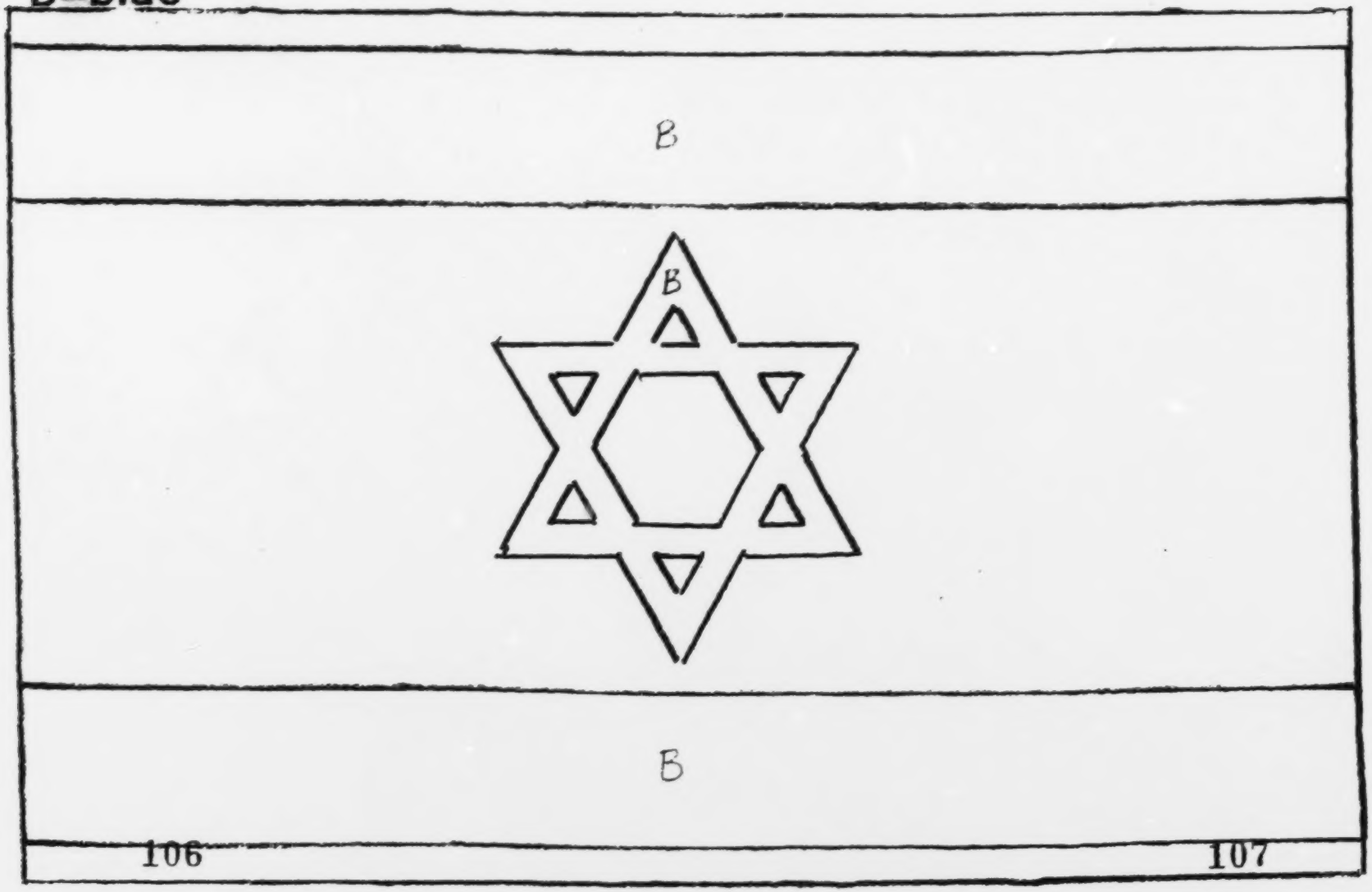
105

LET'S COLOR A MAP OF ISREAL

B=blue



PASSPORT

Visas

Departures

Entries

YOUR PICTURE

Country

Surname

Given names

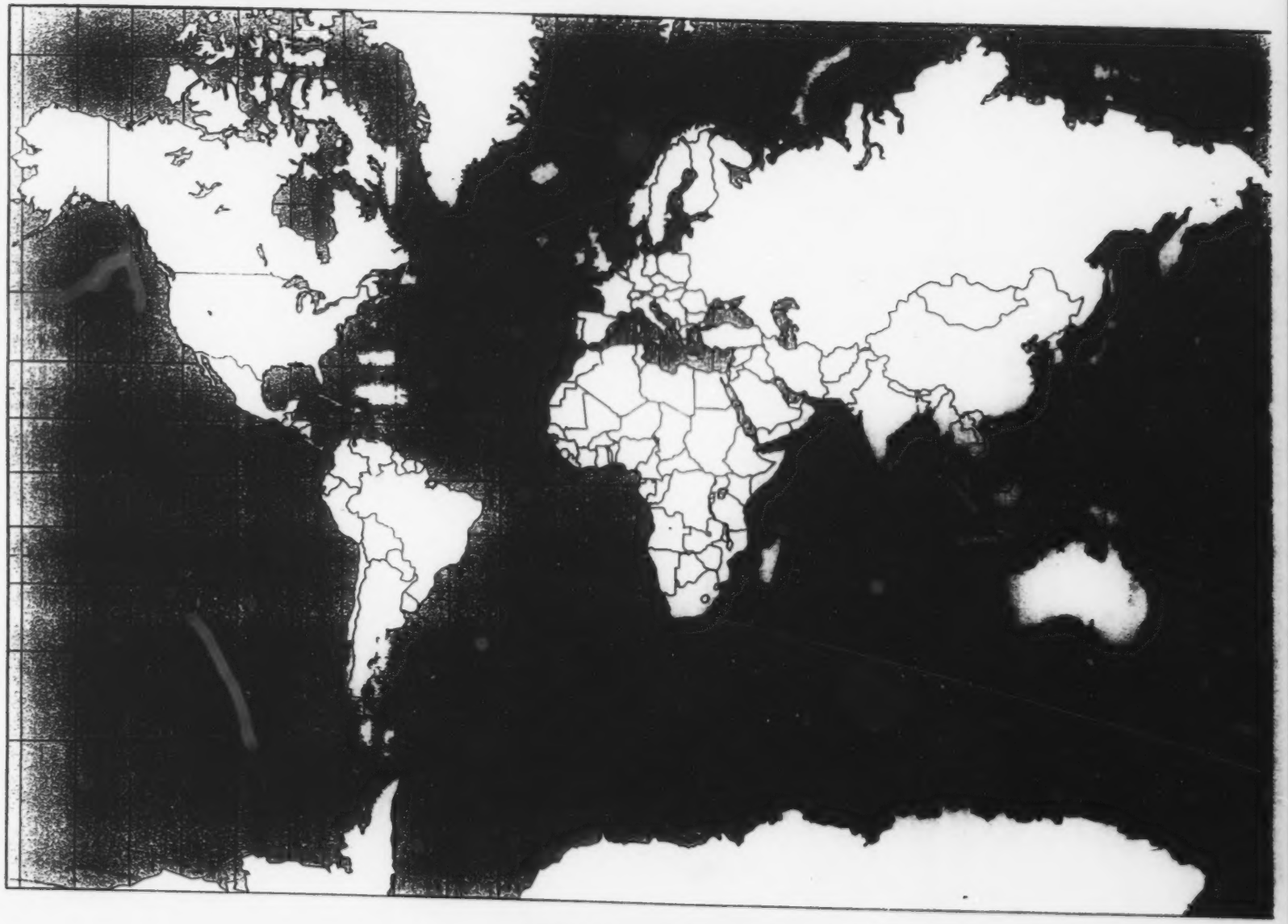
Nationality

Date of Birth

Place of Birth

Date of issue

Signature of Bearer



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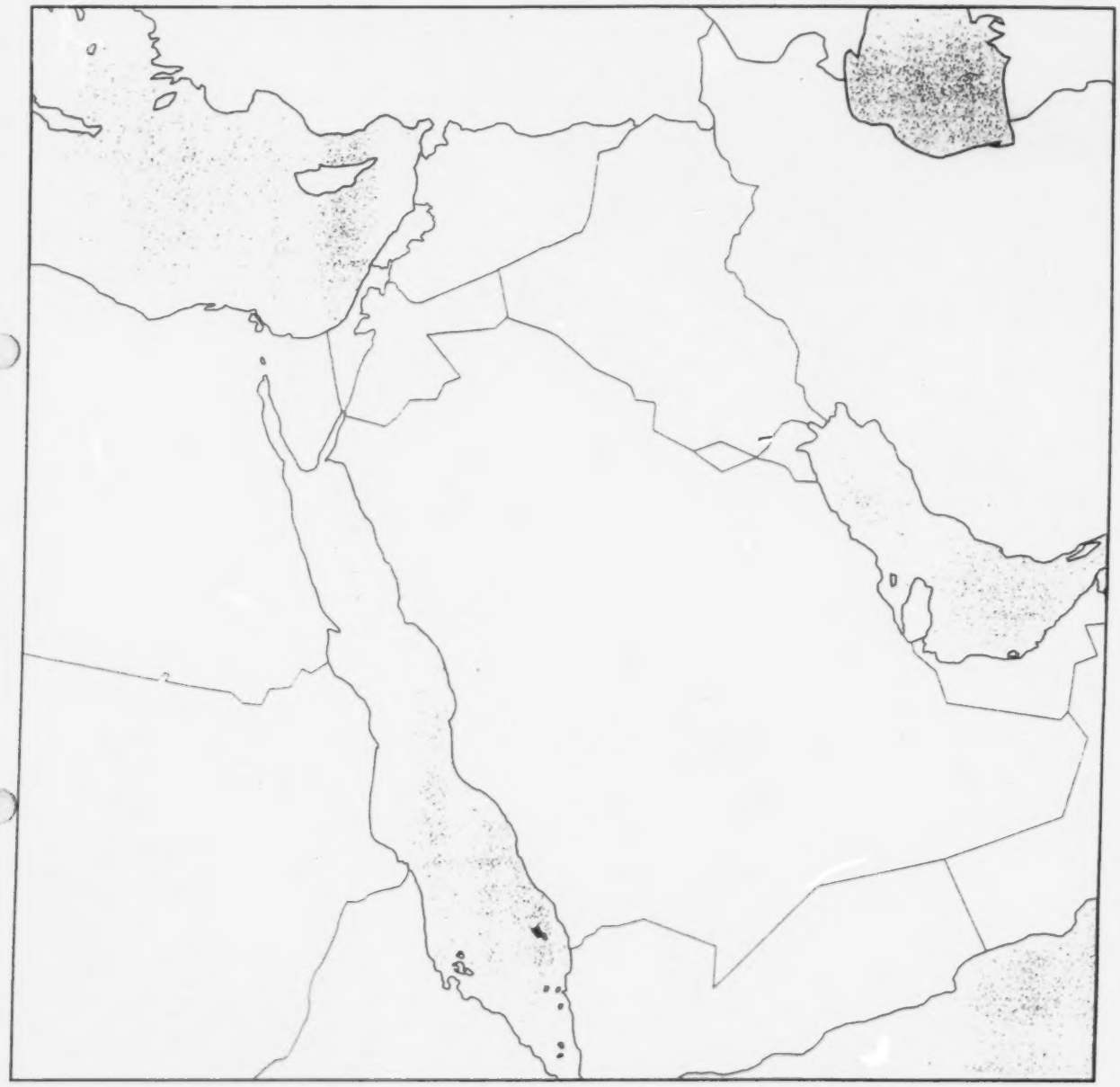


g d g w u r c s t g z l t k y s x s h e e p y f d
f x l y d f x q i l l n u g x e g o a t s o j c u
f e w x I f l g j P s v e i l s w i q x x k q k l
A s p d s h g t g a k u z l b z n o m a d y h t v
r r z x l w n b p l q j f s b m l D e a d m S e a
a b n k a j b h l e y z w c v s h k t v x o f t h
b d c x m c v r n s p p b d o h z y b v h r a z u
u A l l a h a r t t r t v n x r u h w j K o r a n
z e n q c m t i c i a i y l u e A l u A q a b a h
o p R e d n S e a n y d v o o f M o h a m m e d e
o g c j a o n o f e e g g x y u g q x h x h y x k
f v i h t K p a z o r f z t o g a s f v o k y A k
i b p l e i w a i q e x j a b e r y y v o a v m m
m n i u s n v k t J o r d a n e R i v e r l m m a
a c b e o g h i k y k n f y j e w a p a p p s a r
c r b a b e d o u i n t o i l d p i p e e l i n e
r f s u l H p y d a u k i n g d o m A s i a t p l
t c w h p u e k l i m a n j m k a u o a a a J x j
e u w d j s T r a n s - J o r d a n p w h x o a l
z w s s h s v i y o m p n a h z f q b v a w r u l
x p n q l e h h o A r a b i c e f f e o x b d q a
k n d a l i k e y l y u g s g v y b q a b k a y l
w s u d p n b n k a q p a z p x h u d h l d n g b
p b w u o w f l v a m o s q u e x n o r c o m l e
c z i r r i g a t i o n e e j r x u d e s e r t h

JORDAN

Al Aqabah
Allah
Amman
Arab
Arabic
Asia
bedouin
dates
Dead Sea
desert
goats
iman
irrigation
Islam
Jordan
Jordan River
King Hussein
kingdom
Koran
Mohammed
mosque
nomad
oil pipe line
Palestine
prayer
Red Sea
refugee
sheep
Trans-Jordan
veils

j e e x f c m o J o r d a n a R i v e r d m g c h
P a l e s t i n e n a p d l j i d e k i g t x j z
h y v x j a I s l a m W q k h t k h m c c e N i i
i n f l a t i o n w h a t p g k x s r k t d e y s
z i u z k i b b u t z i x l d d e u z h z v g m G
g f g e H e b r e w L l c W e s t b B a n k e p o
d o t b q q x s J c a i x u M f e k k h k D v d l
a a e j y i e c e v k n f a e w g x r r r e p g a
r t j T l j a m r b e g r k d m g e x i s a D e n
a w p e j t d p u q m m t q i p J x a t m d e y p
c j z l c s q j s n T W a p t h e e g i o w s x H
h t g A m v a k a B i a a r e n w j n t s S e l e
a n S v y y s i l i b l j w r n i D a b h e r g i
e z t i n x o i e b e l s m r k s e n l a a t h g
o y a v f b c c m l r c q e a w h a x x v l c x h
l i r n g m c c q e i h v n n x a d y n w S y B t
o m z C a l e g y h a u k o e I s r a e l c q e s
g m o h o x r w u x s k p r a p t S u q t r K t o
y i f r r b f l t r n a l a n c a e e g y o i h n
q g q i a b f t A s i a v h h c t a a n m l n l n
w r D s n d e e v o z c w l S e e p c h i l e e f
s a a t g x r a v a r m a m e n t s c a r s s h d
d n v i e J e w i s h o y t a e o r i x j a s e x
a t i a s m p z q t a b n l m a d u g d v u e m m
r s d n f w o h i l o i r r i g a t i o n t y a x

ISRAEL

arachaeology
armaments
Asia
Bethlehem
Bible
Christian
Dead Sea
Dead Sea Scrolls
Golan Heights
Hebrew
immigrants
inflation
irrigation
Islam
Israel
Jerusalem
Jewish
Jewish State
Jordan River
kibbutz
Kinessey
Lake Tiberias
Mediterranean Sea
menorah
moshav
Negev Desert
oranges
Palestine
soccer
Star of David
TelAviv
Wailing Wall
West Bank

HEBREW ALPHABET

Letter	*Name*	*Transliteration*			
א	aleph	- or '	ל	lamed	l
ב	beth	b, bh, v	מ ם[1]	mem	m
ג	gimel	g, gh	נ ן[1]	nun	n
ד	daleth	d, dh	ס	samekh	s
ה	he	h	ע	ayin	'
ו	vav	v, w	פ ף[1]	pe	p, ph, f
ז	zayin	z	צ ץ[1]	sadhe	ṣ
ח	cheth	ḥ	ק	koph	q
ט	teth	ṭ	ר	resh	r
י	yod	y, j, i	שׁ	shin	sh, š
כ ך[1]	kaph	k, kh	שׂ	sin	ś
			ת	tav	t

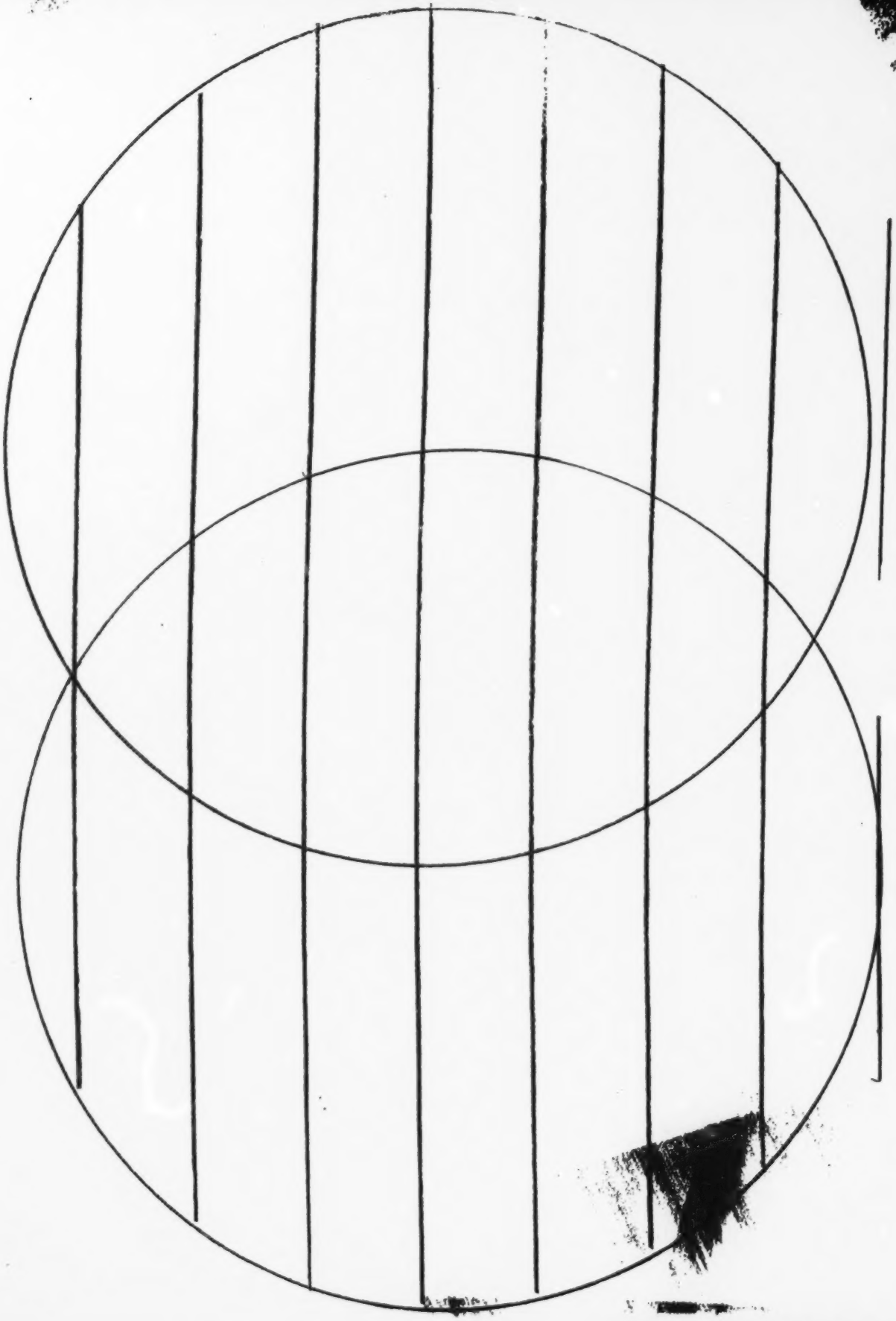
ARABIC ALPHABET

Letter	*Name*	*Transliteration*
ا	alif	’[1], a
ب	bā	b
ت	tā	t
ث	thā	th
ج	jīm	j
ح	ḥā	h[2]
خ	khā	kh
د	dāl	d
ذ	dhāl	dh
ر	rā	r
ز	zā	z
س	sīn	s
ش	shīn	sh
ص	ṣād	ṣ
ض	ḍād	ḍ
ط	ṭā	ṭ
ظ	ẓā	ẓ
ع	‘ain	‘[3]
غ	ghain	gh
ف	fā	f
ق	qāf	q[4]
ك	kāf	k
ل	lām	l
م	mīm	m
ن	nūn	n
ه	hā	h
و	wāw	w, ū
ي	yā	y, ī

Glue here.
LOCATION
Glue here.
AREA NAME;
HUMAN ENVIRONMENTAL INTERACTION
MOVEMENT
REGION
Glue here.
Glue here.
Geo cube
PLACE
Glue here.
Glue here.
Glue here.

PLACE
MOVEMENT
REGION
LOCATION
HUMAN
ENVIRONMENTAL
INTERACTION

geo pyramid



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